



ACS
INTERNATIONAL
SCHOOL
HILLINGDON

LOWER SCHOOL

READY?

INSPIRING THE WORLD’S NEXT
GLOBAL THINKERS AND DOERS

Our effective, confident and caring students are ready to change world



IMAGINE
BETTER



WELCOME
EVERYONE



AIM HIGH
AND
MAKE IT
HAPPEN



WORK
TOGETHER



ACT WITH
KINDNESS

We define learning as growth and development in
knowledge and understanding, skills and dispositions

WE ARE BECOMING:

EFFECTIVE LEARNERS
WHO CAN

- Direct our learning with focus and curiosity
- Use a range of languages and media
- Work with others for a common purpose
- Use creativity and imagination to address big questions
- Pursue our individual interests with enthusiasm and determination

CONFIDENT INDIVIDUALS
WHO CAN

- Navigate challenges with confidence and courage
- Address our personal physical, emotional and social well-being
- Act ethically and demonstrate personal integrity
- Focus on the positive in thought and action
- Learn and grow through experiences and relationships

CARING CONTRIBUTORS
WHO CAN

- Reflect on our ideas and experiences of the world
- Build respectful relationships with people different from ourselves
- Make positive contributions to individuals and communities
- Model ethical global citizenship
- Sustain the ecological systems and resources that support life



MICHELLE ERIKSEN
LOWER SCHOOL PRINCIPAL

At ACS Hillingdon, children come from all around the world. They have a range of backgrounds, interests and abilities, bringing with them countless talents. With such a rich mixture of students, it is inevitable that our children receive an education well beyond reading, writing and arithmetic. Internationalism is naturally part of our school culture, and we recognise and celebrate diversity in a variety of ways. We encourage our students to embody the ethos of global citizenship. Our teachers are recruited from national and international school systems, and we seek to engage educators who believe in our values. Our teachers arrive with specific expertise and we encourage them to stay current by providing both a generous professional development allowance and ongoing professional development within our school. This presents a considerable investment, but one that we believe translates into student achievement.

We provide a strong academic foundation and a thoughtful pastoral care programme, intentionally designing experiences to facilitate and nurture learners’ curiosity, critical thinking, communication, collaboration, and creation. Learners are encouraged to ask innovative questions and to seek and learn from new challenges. All learners engage in opportunities to develop their agency, including voice, choice, and ownership of their learning. Our older Lower School students take part in a number of leadership roles, and our assemblies are student run. Throughout the year, learners self-assess, set goals, and document evidence and reflections on how they have developed as effective learners, confident individuals, and caring contributors. This is shared with parents through Seesaw and digital portfolios. We encourage all students and staff to see mistakes as learning opportunities and to cultivate a growth mindset when reflecting on their personal development and progress.

We strive for learners to use technology sensibly, with an emphasis on digital citizenship and digital literacy, and purposefully, to explore, support, enhance, and showcase their learning. Technology provides learners with authentic opportunities to solve problems, make decisions about their learning,

and express their understanding in a variety of ways. It supports effective communication and collaboration near and far, and learners are able to access a world library of rich ever-changing resources. Technology motivates learners to engage with their learning and supports different approaches to learning. Learning is transparent and regularly shared with students’ families.

Student assessment is ongoing and provides us with data about where each child is on their unique learning path. We use this to plan for differentiated instruction to meet each child’s individual needs and learning styles, and we have systems in place to provide for academic challenge. In Grades 3 and 4 we administer the Measures of Academic Progress (MAP) assessment. Our group results indicate that we exceed the comparison norm group in all subjects tested. We regularly report to parents.

Research tells us there is a direct correlation between the amount of time spent reading and greater academic achievement. We agree that this activity is crucial to a child’s ability to perform at their optimal level. Reading outside of school is a must for all Lower School children. We strongly encourage parents to read aloud to their children regularly.

Our performance as a school is audited by external bodies residing in the United States and the United Kingdom. We are accredited by the New England Association of Schools and Colleges (NEASC) and the Independent Schools Association (ISA). In addition, our Lower School is recognised as an Apple Distinguished School for its use of technology to support learning and teaching across all curriculum areas.

We communicate frequently with parents and encourage them to volunteer in our school. We see parents as partners, and as such, we value their opinions. Each year, we survey within our community to benchmark perceptions of our performance, using the feedback to modify practice. Our parent surveys tell us – without exception – that we provide a happy and secure environment for children. This is important to us and underpins our success in developing each child’s confidence and academic potential to the full. The Lower School strives to inspire all to make a difference. We are proud of our children and their achievements.



READY TO GROW, EVERY STEP OF THE WAY.

CURRICULUM OVERVIEW

Our academic curriculum revolves around a core of language (reading, writing, listening, and speaking); mathematics; science; and social studies. Students visit specialists for instruction in art studio; music; change to physical education; personal, social, health, and economic education; coding, media and design; and French and Spanish (Grades 3 and 4). Students are encouraged and supported to visit the library regularly.

The Lower School spans from Pre-Kindergarten through Grade 4. Each class has one full time teacher, and our Pre-Kindergarten and Kindergarten classes are also staffed with a full time teaching assistant.

Ages and corresponding grade levels follow:

AGE	ENTRY GRADE
4–5	Pre-Kindergarten
5–6	Kindergarten
6–7	Grade 1
7–8	Grade 2
8–9	Grade 3
9–10	Grade 4

* Students in Pre-Kindergarten must be 4 years old before August 31st of the year in which they enrol.



ENGLISH LANGUAGE AND LITERATURE

Reading and Writing

Our language arts programme is taught through a workshop model designed to help students examine, process, and use information gained through reading and listening. Students also develop their ability to write and speak well. Our primary goal is to encourage children to become enthusiastic, motivated, and confident lifelong communicators. As children grow and develop, their language skills become increasingly more sophisticated. Through differentiated lessons, children are challenged to reach their full potential.

Most children enter school with some pre-reading skills. These are further developed in our Pre-Kindergarten and Kindergarten programmes. At the beginning stages, reading materials include simple, predictable texts, phonics books, and levelled readers. Phonics instruction is an integral part of our programme. As students build fluency, they begin to read chapter books and assorted class novels, and as they progress through the Lower School, students make more mature reading choices.

A love of literature is fostered in classrooms rich in print, in addition to a well-stocked library. Our reading selections include classics, contemporary works, themed books, multicultural selections, non-fiction, poetry and levelled reading schemes. The classroom teacher, librarian, and Support Services teachers work together at all levels to ensure individual reading materials are available for all students to develop their love of reading. We believe in the value of reading aloud to our students at all grade levels.

Our students are provided with opportunities to interact with a variety of audiences, including one-to-one, small groups, and large groups. Repeated practice builds children's speaking and listening skills, presentation and performance skills, and self-confidence. Drama is integrated where appropriate.

Our writing curriculum is delivered in a workshop format. Mini-lessons begin the workshop and focus on writing skills, the writing process, genres, conventions, and grammar. Then, the children work their way through the writing process (brainstorming, drafting, revising, editing, and publishing). During the students' writing time, small groups may meet with the teacher to focus on a particular skill, individual students may be writing independently or conferencing with a peer or teacher, or the class may spend time sharing their writing in various ways (gallery walk, Author's Chair, pair share, etc). As children move through the Lower School, they will focus on four main writing genres: narrative, informative, persuasive, and opinion. Though students will have the opportunity to work on many other forms of writing as well.

Spelling and Phonics

In Pre-Kindergarten, children further develop letter recognition and phonemic awareness through various kinaesthetic activities. In Kindergarten and the beginning of Grade 1, the phonics programme is used to build letter recognition and sound fluency.

In Grades 1–4, we use a developmental spelling and phonics programme. Students are assessed to determine their instructional levels and word study groups. These groups meet regularly with the teacher to receive small group instruction designed to meet their needs. Students are then expected to use these words correctly in their everyday writing.

Handwriting

Children develop both fine and gross motor skills through play. It is essential that these skills are well developed before a formal handwriting programme is introduced. Our goals are writing fluency and legibility, and therefore, if a student arrives at our school and has already been taught another form of legible, joined-up writing, then the style already learned may continue to be used.





MATHEMATICS

Skill mastery and conceptual understanding are at the core of our programme. Problem solving, critical thinking, and mathematical computation skills, including mental maths, are emphasised. Our maths curriculum focuses on understanding mathematical concepts so that they can be applied in a meaningful and purposeful way. Children engage in hands-on activities to build understanding, thus increasing their confidence with maths in real life situations.

The various mathematical models throughout the curriculum build from concrete to abstract and there are explicit opportunities for students to engage in mathematical discussions with a focus on reasoning and constructing mathematical arguments. Instruction is differentiated to accommodate learning styles and abilities.

Pre-Kindergarten

- Comparison, counting, cardinality, and composition of numbers
- Spatial reasoning including shapes, space and measures
- Patterns and relationships

Kindergarten

- Counting and Cardinality
- Geometry
- Measurement and Data
- Number and Operations in Base Ten

First Grade

- Place Value
- Addition and Subtraction
- Geometry
- Measurement and Data

Second Grade

- Place Value
- Addition and Subtraction
- Geometry
- Measurement
- Time, Money and Data

Third Grade

- Place Value
- Multiplication and Division
- Fractions
- Geometry
- Measurement
- Representing and Interpreting Data

Fourth Grade

- Place Value
- Multiplication and Division
- Fractions
- Measurement and Data
- Geometry



SCIENCE AND SOCIAL STUDIES

Science and social studies encourage and build on children's natural curiosity and inquisitiveness. A hands-on approach is taken, and our goal is to encourage connections and understanding.

Units focus on: life sciences; earth and space sciences; physical sciences; and engineering, technology and application of science. Our aim in social studies is to increase understanding of time, continuity, and change; global connections and people; and places and the environment.

Units in the past have included:

Pre-Kindergarten

- Inquiry and observations
- Living and non-living
- Understanding the World
- Technology

Kindergarten

- Me and My Family
- Forces and Motion
- A Journey through Time: Toys
- What Happens in the Garden
- What's Happening in the Rainforest?

First Grade

- My Place in the World
- Waves: Sound and Light
- Space Systems: Cycles and Patterns
- A Journey through Time
- Plant and Animal Superpowers

Second Grade

- Places We Live
- Properties and Phases of Matter
- Independent Relationships in Ecosystems
- A Journey through Time: The Victorians
- Nutrition and Exercise

Third Grade

- Our World
- Digestion
- Forces and Interactions
- A Journey through Time: British Studies
- Inheritance and Variance of Traits: Life Cycles

Fourth Grade

- The Human Machine: The Brain and the Nervous Systems
- A Journey through Time: A Study of Ancient Greece
- Energy and the Environment
- Renewable Energy: Solutions for Tomorrow



ART STUDIO

As students move through the early grades, they develop their identity and an expanding view of the world through a coherent and practical study of art.

They develop skills of observation and learn to examine artworks in relation to their lives. At the same time, they grow in their ability to describe, interpret, evaluate, and respond creatively in a range of art media. Through examination of their own work and that of other people, times, and places, students learn to unravel the essence of artwork and to appraise its purpose and value. Through these efforts, students establish the personal meaning and emerging agency that encourages a responsible world view.



MUSIC

The music curriculum in the Lower School is a creative and active learning experience in which all Pre-Kindergarten through Grade Four students participate. The music curriculum provides enriching experiences that become integrated into students' lifelong appreciation of music. Students sing, move, listen, and play instruments to build skills in the musical elements of rhythm, melody, harmony, form, dynamics, and timbre.

The music curriculum includes musical literature from a variety of time periods and cultures from around the world. Students also have the opportunity to create through composition and improvisation. There are also opportunities throughout the year for students to perform within the classroom, for other Lower School students, and for their families.

PHYSICAL EDUCATION

Physical education classes in the Lower School are designed to develop individual athletic-based and movement-based skills. The programme is taught through progressive instruction; the level and rate at which skills are introduced is dependent on the teacher's view of the abilities and experiences of both the class and the individuals within it. Basic health and fitness concepts, rhythmic body movement, body and equipment awareness, manipulation, movement, control, and co-ordination are focuses at each grade level. Students are also encouraged to learn safety concepts, work co-operatively, and follow directions.

PERSONAL, SOCIAL, HEALTH, AND ECONOMIC EDUCATION

Personal, Social, Health, and Economic education (PSHE) offers both explicit and implicit learning opportunities and experiences which reflect students' increasing independence and physical and social awareness. It helps students to develop effective relationships, assume greater personal responsibility, manage personal safety and be active participants in the wider world.



CODING, MEDIA, AND DESIGN

The programme equips students with essential problem-solving skills and the ability to adapt when things don't go as planned. It fosters investigation, exploration, creativity, and reflection in both physical and digital environments. Students engage with age-appropriate apps and software to support their learning across all areas of the curriculum, including computer science.

Digital resilience and citizenship are key focuses, encouraging students to act responsibly and ethically online. Digital literacy is also emphasised, helping students identify and evaluate appropriate, relevant, and reliable information. Additionally, the programme introduces students to augmented reality, basic electronics, and robotics.

SPANISH AND FRENCH

Grades 3 and 4

In Grades 3 and 4, students explore both French and Spanish. Our language programme encompasses the modalities of: reading; writing; listening and understanding; and oral production.



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The entire staff at ACS Hillingdon has been wonderfully welcoming and caring. They truly nurture and support each individual child.

PARENT

LIBRARY

The library programme supports and enriches the school curriculum, and also encourages children to fall in love with reading. Exposure to literature from all corners of the world gives children an opportunity to learn about the cultures of their classmates. Classes visit the library weekly, share a story read to them by the librarian, and explore a multitude of books they can borrow and enjoy.

They often recommend books excitedly to each other and swap books they have loved with their friends. Children are encouraged to see books as windows through which to view new ideas, or as mirrors into which they see themselves reflected back. The library's collection is full of diversity where every child can find themselves represented.

In order to help children locate books they will enjoy and be able to read independently with confidence, a portion of our collection has been catalogued so that it aligns with early stages of reading development. Additional titles have been identified to bridge the gap between those 'early reader' books and the more challenging 'chapter books'. We also have a growing collection of books in languages other than English, enabling many of our EAL pupils to choose titles in their first languages – while reading other books in English.

If parents are interested in coming in to find even more books for their children to enjoy at home, they are more than welcome to borrow books from our libraries themselves as well. The librarians would be more than happy to offer their assistance.

TECHNOLOGY

In the Lower School, technology is thoughtfully integrated to support student learning. It encourages collaboration, strengthens communication, develops problem-solving and critical thinking skills, and sparks creativity.

Every Lower School student has access to iPads, and laptops are also available. The portability of both

devices has proven to be an invaluable resource both in and beyond the classroom. Technology allows students to become curators of their own learning and gives them the opportunity to showcase their work on Seesaw, a digital portfolio programme. Students in Grade 4 periodically have the opportunity to take the iPad home.





DIFFERENTIATING INSTRUCTION

We strive to meet each child's individual needs and learning styles through differentiation of instruction. Differentiation is the provision of appropriate learning experiences for varying ability levels and language levels in a class. It is achieved by modifying:

- The nature of the task
- The organisation of the learners
- The teaching strategies employed
- The use of supportive resources.

Our school places differentiation of instruction high amongst our goals. We strive to challenge and enrich all students within our classrooms, and we provide support services teachers during several core classes (reading, writing, and mathematics) to ensure we achieve this. This is what we call our 'inclusion model'.

This model results in a higher ratio of teachers per student, enabling us to differentiate, challenge, enrich, or support students as needed. In addition, we have some pull-out support available for our learning support and English as an additional language (EAL) students. Parents are

encouraged to speak with the classroom teacher whenever they have concerns about the level of instruction to which their child is exposed.

Some of our families come from educational systems where children are screened for 'talented and gifted' programmes, but like most international schools, we utilise the practice of differentiation to meet the needs of our students.

Student Support Services

The goal of the Student Support Services Department is to provide a holistic approach to meeting students' academic, personal, social, physical and emotional needs. Thus, individual learning styles are assessed and accommodated through a variety of methods. These may include, but are not limited to, small groups in and/or out of class, as well as the use of visual, auditory and/or kinaesthetic teaching methods.

Learning Support

Our Lower School is able to support students with mild learning disabilities who are able to follow the regular programme, provided that resources are available.



The curriculum is incredibly diverse – the students strive to learn so much. It's a broad and well-rounded education that truly sets them up for the future.

PARENT

We may recommend that the child and parents consult other professionals. We do not have the services of an educational psychologist, speech therapist, occupational therapist or physical therapist as part of our staff. However, we are able to provide parents with the names of various professionals in the London area that other parents have consulted in the past. Several private therapy firms offer services on our campus a few days a week, such as an occupational therapist and speech therapist. Families are responsible for paying privately for these services.

English as an Additional Language (EAL)

The EAL programme in the Lower School supports students for whom English is an additional language. The aims of the programme are to increase the receptive and expressive skills of reading, writing, speaking and listening.

The focus is on developing students' oral fluency, communication skills and academic skills. EAL instruction involves presentation of language-based topics which aid the acquisition of vocabulary and grammar. A large proportion of time is allocated to supporting and reinforcing the units being studied within the classroom. This enables students to participate more fully in their own classroom activities and discussions.

Complete beginners in Grades 1 through 4 are withdrawn from class for varying amounts of EAL instruction.

As students become more confident in English, they receive less pull-out support and more in-class assistance from their EAL teachers. Student progress is shared with parents regularly, along with quarterly progress reports.

Early childhood classes provide a rich language environment for all students, including EAL learners. Specialised EAL support is not offered for our Pre-kindergarten and Kindergarten students.

Challenge Extension (Grades 3 and 4)

Our Challenge Extension programme provides students, who qualify for the programme, with access to new, more challenging concepts or content. Students engage in activities which include solving problems, thinking creatively, taking the initiative, being a risk taker, and engaging in higher order thinking skills.

Counselling

Our Lower School wellbeing counsellor provides direct school counselling services to all of our students. Through individual and small group sessions, classroom-based activities and school-wide programmes, students work with our wellbeing counsellor to receive personal, social and emotional support.

Students can be referred for individual counselling by their parent or teacher. Students can also request to see the wellbeing counsellor. Communication between parents and the wellbeing counsellor is ongoing. Students may meet with the wellbeing counsellor on a given issue for 6-8 sessions. Should more than six sessions be necessary, she will refer parents to external professionals.

Our wellbeing counsellor works to create a safe and comfortable environment for all students, and she is a great resource. Regular lunch groups are scheduled to welcome new students, support students during their time here, and say goodbye to students as they leave our school.

COMMUNICATION BETWEEN HOME AND SCHOOL

We warmly welcome parents as partners in the education process. Communication and support between school and home are critical to us. We firmly believe that parental involvement is an essential ingredient in providing a quality education.

We encourage parents to call the office to make an appointment to see a teacher for any question, regardless of how small. The lines of communication are important and if any parent has a question or a concern, the best course of action is to go directly to the person involved. Almost all the time, questions and concerns are solved, but if there is a need for further discussion, parents are welcome to make an appointment with the principal. By keeping our lines of communication open, we can work together to provide the best environment and education for each child.

We have many ways of communicating with parents – this collection of documents being one of them! What follows are some other ways we communicate with families.

Seesaw – Student Portfolio

The Lower School uses Seesaw, a student-driven digital communication programme. Seesaw enables exchange of information, reflections, and feedback between teachers, parents and students. In addition to teachers being able to share updates, photos, and videos of student work and activities in real time with parents, Seesaw empowers students to independently capture their learning and instantly upload and share, reflecting on their own progress

and growth. Parents are encouraged to participate with the learning both through interaction on Seesaw as well as facilitating discussions at home. We consider Seesaw to be an important tool in recording student progress over time.

Parent Bulletin

You will receive regular information from the school. Please be sure that the school has your current e-mail address.

Orientation(s)

The August orientation is for all new students in the Lower School. The purpose of orientation is to visit and explore the classrooms, meet the teachers, and generally reduce any anxiety over the first day of school.

During the school year, new families are welcomed on an individual basis. In January/February the school hosts a Welcome Coffee for all new parents. In the spring, we provide orientation sessions for our Kindergarten students entering Grade 1 and for our Grade 4 students entering Upper School.

Coffee Mornings

The principal and parent liaisons co-host coffee mornings in early September. The primary purpose is for parents to get to know one another. The meetings also include some procedural information as well as introductions to the nurse, counsellor, transport manager and secretary.



Open House

Open House is a very informative and important evening, and we hope that all parents attend. During the evening, we share our curriculum and classrooms with parents. Open House is intended for adults to communicate with adults about our programmes, so we kindly ask that children do not attend.

Parent Information Meetings (PIMs)

Parent Information Meeting agendas vary, and in the past have included both general discussions as well as presentations given by the principal, teachers, and guest speakers on a variety of topics.

Parent Teacher Conferences

Time is allocated in both the autumn and spring for parents to meet with teachers. In addition, teachers are available to schedule an appointment at any time during the year.

Celebration of Learning/Portfolio Sharing

A day is set aside in the spring for students to share their learning with their parents.

Report Cards

Progress reports are available in January and June.

Telephone Calls

Parents are requested to contact the Lower School office if they need information or wish to set up an appointment with a teacher.

E-mail Addresses

All faculty members at ACS Hillingdon may be contacted via e-mail. E-mail should not be relied upon to communicate urgent messages.

Visiting the School

We value communication with parents very much, and we feel that if they have a point to discuss, it

deserves our time. During school hours, however, teaching and learning are our number one priority. Therefore, we respectfully remind all parents that it is necessary to call the Lower School secretary in advance to make arrangements to visit with a teacher. We ask for support and cooperation on this very important matter.

Should parents need to visit the school to deliver a forgotten lunch, PE clothes, etc., please leave the item at Reception. If students need to be collected during school hours, they should meet them at Reception. When collecting children after school, we ask that parents wait outside the Lower School corridor in the Bridge Gallery (as opposed to outside classrooms).

Field Trips

The London area offers our students exciting out of school field trips that enhance every aspect of our curriculum. Every grade level takes advantage of this great resource. Parental permission is required for participation in all field trips and parents are invited to chaperone.

Some of the places visited in the past include:

- **Pre-Kindergarten:** Iver Environmental Centre, Heath Robinson Museum, Chiltern Open Air Museum (COAM)
- **Kindergarten:** Heath Robinson Museum, Chiltern Open Air Museum (COAM), Woodland Adventure
- **Grade 1:** Hobbledown Heath, Woodland Adventure, Quentin Blake Centre for Illustration
- **Grade 2:** Lookout Discovery Centre, Chiltern Open Air Museum (COAM), Quentin Blake Centre for Illustration
- **Grade 3:** Natural History Museum, Black Park, The Tower of London, Science Museum
- **Grade 4:** Kew Gardens, British Museum

AFTER SCHOOL ACTIVITIES

Extra-curricular activities are an important facet of a well-balanced programme. Students need opportunities to socialise, learn new skills, and have fun with their peers. In our international community, with our students' homes spread out over the greater London area, after school activities provide children with additional occasions to see their friends.

Please note that all of our activities are run by outside organisations and are fee based.



READY TO JOIN OUR WORLD?



PRACTICAL INFORMATION

Admissions

We operate a rolling admissions process that enables students to join us in any Grade and at any time of the academic year, subject to availability and acceptance.

Our online application process takes a holistic approach, assessing each candidate individually by reviewing previous school records, references, student questionnaire answers and standardised test scores. We also ask for additional information such as educational psychologist reports or English as an additional language (EAL) tests, where relevant.

A refundable enrolment deposit is payable after a student has been accepted in order to reserve a place. This deposit will be retained for the duration of the student's enrolment at ACS and returned to you within three months of the termination of the contract. For more details of the application process please contact our Admissions team.

*subject to availability

Extended Day*

Led by our dedicated after-school specialist team, the programme runs every school day after school until 6:00pm and until 5:00pm on Fridays. Located in the classrooms of the Lower School Corridor of our West Wing, the club offers a well-structured programme of activities, along with refreshments and a sandwich tea.

Catering

Our in-house catering team serves fresh, nutritious, and seasonal meals in a modern dining hall, using locally sourced ingredients and following School Food Trust guidelines. Students are welcome to bring their own pack lunch.

Dress Code

Students follow a dress code rather than a uniform, reflecting our belief in independent thinking, creativity, and responsible choice-making.





The school encourages children to understand and appreciate different cultures, helping them become open-minded and globally aware.

PARENT

Busing

ACS Hillingdon offers a comprehensive, door-to-door busing service from Pre-Kindergarten, and shuttle bus options from Grade 1. Ensuring safe and efficient transport for students. Led by experienced drivers, the service is designed to recover only costs. Our Transport Coordinator works to arrange busing from your child's first day (subject to availability). To help us organise this, please provide your home address as soon as possible.

Our shuttle service stops are assigned each year according to the home locations of our student populations. Example stops, subject to change, include Beaconsfield, Ickenham, Chiswick, Ealing, Kew, Putney, Richmond, Notting Hill, St John's Wood, and Marylebone.

Contact hillingtontransport@acs-schools.com for more information.

Location

The closest stations are Uxbridge and Hillingdon (on the Metropolitan Line), and the closest bus stop is on Hercies Road.



READY TO TAKE THE FIRST STEP.

CONTACT

For general enquiries call:
+44-(0) 1895259771 or
email enquirieshillingdon@acs-schools.com

For admissions enquiries call:
+44-(0) 1895-816802 or
email hilladmissions@acs-schools.com

To apply online, please visit
acs-schools.com/hillingdon

We host regular Open Days throughout the year, or you can arrange a personal tour with our team.

We look forward to welcoming you to our beautiful campus soon.



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